



Music Education & Facilitation

Arts Council of Placer County
Paula Peach - Music Facilitator

Sponsored by:

First 5 Children & Families Commission

Preschool Site Journals – Jan. 06 - May 06





Music Sites

Jan. 06 – May 06



Little Fox Preschool – Auburn

Loomis Community Preschool – Loomis

Childtime Preschool – Granite Bay

Rocklin Montessori Preschool - Rocklin



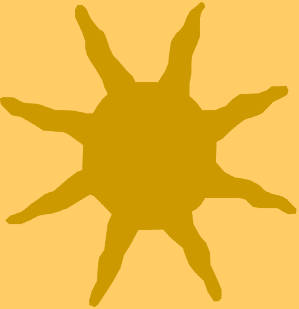
Strategy:



♪ A fifteen week on-site, in classroom professional musical development training was offered to **seven** teachers at **four** sites with **seventy seven** children.



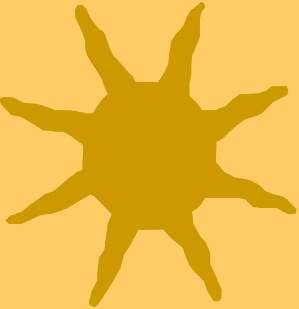
Outcome: (O.1.)



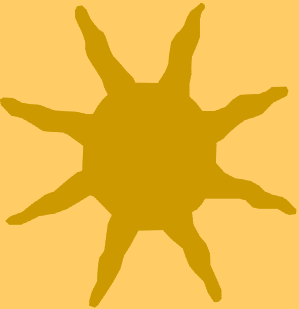
♪ **Raise** preschool/kindergarten teacher skill, knowledge, & **comfort level** to implement quality music education & movement in the classroom.



Strategy:



Guidelines used are the
Visual and Performing Arts Content Standards
for California Public Schools **Pre-K** through
Grade Twelve. <http://www.cde.ca.gov/pd/ca/vp/>



Standard examples:

4.1 Create movements in response to music.

**2.1 Move or use body percussion to
demonstrate awareness of beat and tempo.**

4.2 Participate freely in musical activities.



Childtime Preschool



Creating movements in response to music

Demonstrating awareness of beat & tempo



Using body percussion to establish beat



Little Fox Preschool- Auburn

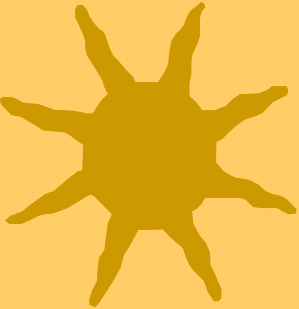


Participating freely in musical activities (Ducks bobbing in the water)





Strategy:



Guidelines used are the Visual and Performing Arts Content Standards for California Public Schools **Pre-K through Grade Twelve were used.**



Standard examples:

1.3 Use body movement to respond to dynamics & tempo.

1.2 Imitate the movements shown.

3.1 Name & play children's dance games from countries around the world.

1.1 Move in a variety of directed ways.



Responding to dynamics & tempo



Loomis Community Preschool



Parent participation – flying a kite



Imitating the movements shown



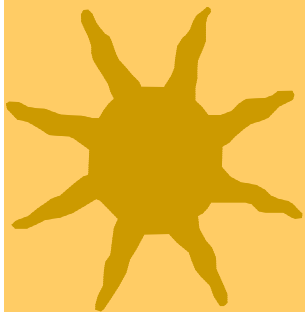
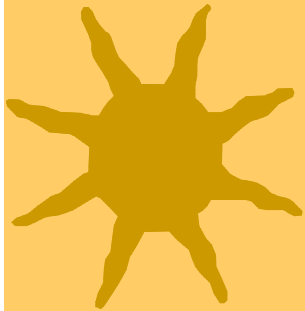
Rocklin Montessori Preschool







**Teacher acting-
out motions
expressed in
the music**





Children imitating the movements shown

Participating in a traditional dance game







Moving in a variety of directed ways









Outcome: (O.2.)



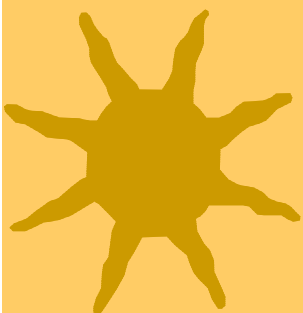
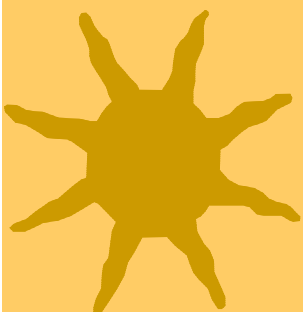
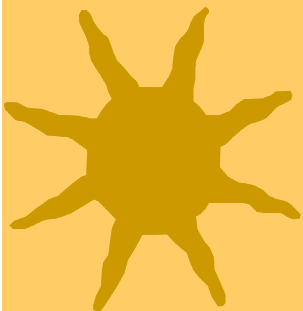
♪ Participating children
demonstrate increased use of
musical voice & rhythm.



Creative Expression



Using the voice to speak, chant, and sing



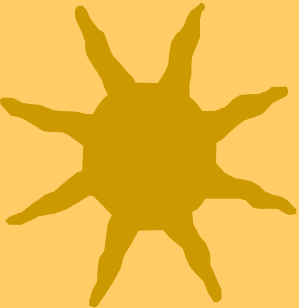
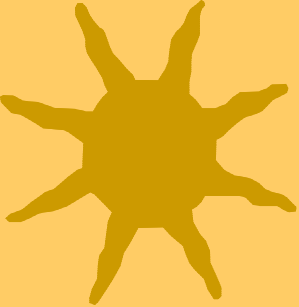
**Showing the
use of voice
and rhythm**

Children playing their own handmade instruments





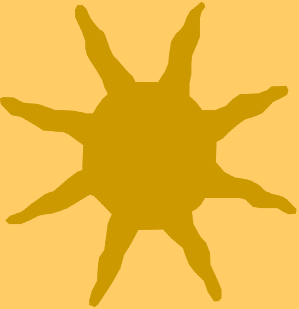
Outcome: (O.3.)



♫ Independent of the Trainer, teachers who complete the 15-week music program **implement** music related activities in their lesson plans.



Revisit Music Sites



Joyland Preschool – Roseville

Clipper Gap Headstart – Clipper Gap

Discovery Montessori Preschool – Auburn

The Kids Place – Meadow Vista



Strategy:



♪ **Revisit consultations** with previous participant sites that demonstrate need and commitment will be provided (further, tune-up, reinforce professional growth, and independent use of newly acquired skills).

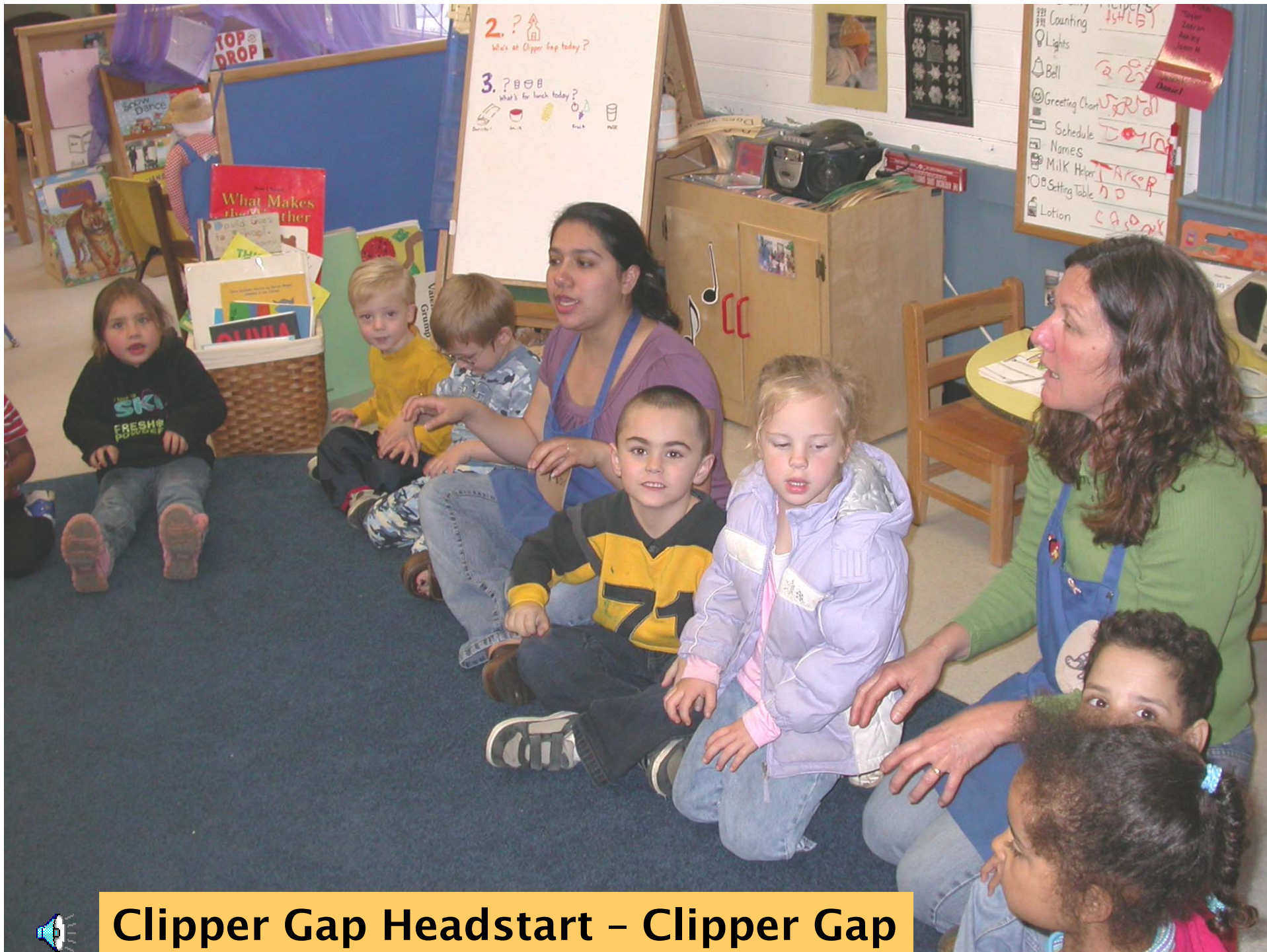
Responding to sound stimuli- frog story



Joyland Preschool - Roseville







 Clipper Gap Headstart – Clipper Gap

Special needs teacher aid





The Kid's Place – Meadow Vista





Little Fox Preschool



Rocklin Montessori Preschool



Childtime Preschool



Loomis Community Preschool

Arts Council of Placer County: Paula Peach Music Program 2005-06 Pre/Post Survey Summary Tool

[illegible]

Children Prenatal Through 5 years of Age: Demographics Summary

v1

| | | | | | |
|---|--|---|---------|-----------|------------|
| Organization Name | | Arts Council Of Placer County/Paula Peach | | | |
| Time Period | From | 1/18/2006 | To | 5/10/2006 | 3.7 months |
| Total Number of Children Prenatal Through 5 Served During This Time Period, N = | | | | | 77 |
| | Children Prenatal Through 5 Years of Age | | | | |
| | Continuing | New | Unknown | Total | |
| | n | n | n | n | (%) |
| Total | | 77 | | 77 | |
| Sex | | | | | |
| Males | | 43 | | 43 | (56) |
| Females | | 34 | | 34 | (44) |
| Unknown | | | | | |
| Age | | | | | |
| Prenatal | | | | | |
| < 1 | | | | | |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | 3 | | 3 | (4) |
| 4 | | 53 | | 53 | (69) |
| 5 | | 21 | | 21 | (27) |
| Unknown | | | | | |
| Less than 3 years | | | | | |
| 3 to 5 years | | 77 | | 77 | (100) |
| Race / Ethnicity | | | | | |
| Alaskan Native / American Indian | | | | | |
| Asian | | | | | |
| Black / African American | | 6 | | 6 | (8) |
| Hispanic / Latino | | 5 | | 5 | (6) |
| Pacific Islander | | | | | |
| White | | 64 | | 64 | (83) |
| Multiracial | | | | | |
| Other | | 2 | | 2 | (3) |
| Unknown | | | | | |
| Primary Language Spoken in the Home | | | | | |
| English | | 77 | | 77 | (100) |
| Spanish | | | | | |
| Other | | | | | |
| Unknown | | | | | |
| Special Needs | | | | | |
| Eligible for Part B (619) of IDEA | | 2 | | | |
| Eligible for Part C of IDEA | | | | | |
| Mental Health Diagnosis | | | | | |
| No Special Needs (that meet reporting criteria) | | | | | |

Children Prenatal Through 5 years of Age: Demographics Summary

v1

| | Continuing | New | Unknown | Total | |
|----------------|------------|-----|---------|-------|-------|
| | n | n | n | n | (%) |
| Total | | 77 | | 77 | |
| Unknown | | 77 | | 77 | (100) |

Children Prenatal Through 5 years of Age: Demographics Summary

v1

| | Continuing | New | Unknown | Total | |
|--|------------|-----|---------|-------|------|
| | n | n | n | n | (%) |
| Total | | 77 | | 77 | |
| Region | | | | | |
| Auburn Area | | 9 | | 9 | (12) |
| Greater Foothills | | | | | |
| South Placer | | 63 | | 63 | (82) |
| Tahoe Area | | | | | |
| Western Placer | | 1 | | 1 | (1) |
| Zip Code | | | | | |
| Auburn Area | | | | | |
| 95602 Auburn | | | | | |
| 95603 Auburn | | 9 | | 9 | (12) |
| 95604 Auburn / Bowman ¹ | | | | | |
| 95658 Newcastle | | | | | |
| 95703 Applegate | | | | | |
| 95722 Meadow Vista | | | | | |
| Greater Foothills | | | | | |
| 95631 Foresthill | | | | | |
| 95701 Alta ¹ | | | | | |
| 95713 Colfax / Eden Valley / Iowa Hill | | | | | |
| 95714 Dutch Flat ¹ | | | | | |
| 95715 Emigrant Gap / Alta ¹ | | | | | |
| 95717 Gold Run ¹ | | | | | |
| 95736 Weimar ¹ | | | | | |
| South Placer | | | | | |
| 95626 Elverta ² | | | | | |
| 95650 Loomis | | 10 | | 10 | (13) |
| 95661 Roseville | | 5 | | 5 | (6) |
| 95663 Penryn | | 1 | | 1 | (1) |
| 95677 Rocklin | | 14 | | 14 | (18) |
| 95678 Roseville | | 12 | | 12 | (16) |
| 95746 Granite Bay / Roseville | | 8 | | 8 | (10) |
| 95747 Roseville | | 5 | | 5 | (6) |
| 95765 Rocklin | | 8 | | 8 | (10) |

Children Prenatal Through 5 years of Age: Demographics Summary

v1

| | Continuing | New | Unknown | Total | |
|--|------------|-----|---------|-------|-----|
| | n | n | n | n | (%) |
| Total | | 77 | | 77 | |
| Tahoe Area | | | | | |
| 95724 Norden / Soda Springs ¹ | | | | | |
| 96140 Carnelian Bay ¹ | | | | | |
| 96141 Homewood ¹ | | | | | |
| 96142 Tahoma ¹ | | | | | |
| 96143 Kings Beach ¹ | | | | | |
| 96145 Tahoe City / Alpine Mdws ¹ | | | | | |
| 96146 Olympic Vly / A. Mdws / T. City | | | | | |
| 96148 Tahoe Vista ¹ | | | | | |
| 96160 Truckee ¹ | | | | | |
| 96161 Truckee ² | | | | | |
| 96162 Truckee ¹ | | | | | |
| Western Placer | | | | | |
| 95648 Lincoln | | 1 | | 1 | (1) |
| 95668 Pleasant Grove ² | | | | | |
| 95681 Sheridan | | | | | |
| Unknown | | 4 | | 4 | (5) |
| <p>"Continuing" includes children who were served during a previous analysis period and continue to be served during the present analysis period.</p> <p>"New" includes children who were not served during a previous analysis period.</p> <p>"Unknown" includes children for whom it could not be determined whether or not they had been served by the program before.</p> <p>¹ PO BOX</p> <p>² Residents with these zip codes typically reside in neighboring counties.</p> <p>All percentages are calculated from the total number N. Percentages may not add up to 100% due to rounding.</p> | | | | | |

Preschool Music Education

Paula Peach- Site Trainer/Musikgarten Facilitator (530) 885-8878

Supported by First 5 of Placer County & Arts Council of Placer County

Post-Program Survey – Part I

The purpose of this confidential survey is to provide baseline data to measure the quality and effectiveness of the Musikgarten facilitation by Paula Peach in elevating your music teaching abilities and confidence. Please honestly answer the following questions by **circling** a number from 1 to 4, describing how you use Visual & Performing Arts Content Standards for California Public Schools with Preschool or Kindergarten aged children.

- 1 = never**
- 2 = a few times**
- 3 = often**
- 4 = all the time**

Work site:

Your name:

The questions below relate to teaching children age 3-5.

Rank how often you...

1. Demonstrate awareness of beat & tempo through movement or body percussion?

1 2 3 4

2. Sing and play simple singing games from various cultures?

1 2 3 4

3. Create movements in response to music and participate freely in musical activities?

1 2 3 4

4. Listen to music using body movement to respond to dynamics and tempo?

1 2 3 4

Post-Program Survey – Part II

Please honestly answer the following questions in writing. Be specific as possible. If needed, you may write on the reverse side of this paper.

1) Briefly describe how the Musikgarten training was effective and/or not effective for you. What worked and what didn't work for you?

2) How do you plan to use and expand what you learned from the on-site music training?

3) Describe how the training you received has impacted your students? What changes have you observed in students' attitudes and behaviors? Musical skills? Interpersonal skills? (Example: "During musical activities, a child exhibited improved cooperative behavior.")

4) How could the on-site music training be improved? Your recommendations:

5) Pre-K, Kindergarten teachers only: What could your school do to support your music/movement teaching?

**Arts Council of Placer County: Paula Peach – ECD Music Teacher Training
Outcome Anecdote Form – 8/06**

Outcomes:

- O.1. Raise preschool/kindergarten teacher skill, knowledge, and comfort level to implement quality music education and movement in the classroom (such as increased musical literacy, i.e.: pitch, tempo, beat; and connections between music education and child development) so that participating teachers include music related activities in their lesson plans.**
- O.2. Participating children demonstrate increased use of musical voice and rhythm.**
- O.3. Independent of Trainer, teachers who complete the 15 –week music program implement music related activities in their lesson plans.**

Anecdotes directly related to Outcomes:

- ♫ Post-Program Survey written responses from teachers – Part III - questions 5-8:
- ♫ Observations made by Paula from her journal record keeping: Jan. 2006 - June 2006

Q1. – Briefly describe how the Musikgarten music training was effective and/or not effective for you. What worked and what didn't work for you? (O.1.) (O.3.)

Loomis Community Preschool:

- 1. The hands-on training was invaluable. It was so important to see the techniques, songs, activities in action, to fully grasp their effort and value. I also liked the fact that parents could observe/participate in trainings. It would have been beneficial to have some “debriefing” time, after the sessions, although scheduling is clearly difficult.

Rocklin Montessori Preschool:

- 1. The training made me realize how important Music and Movement is.
- 2. We have a large, young group on the days we met and our room is small for some of the movement activities; these were harder to manage. Stay in place activities worked well.
- 3. I feel like I learned a lot from the program. The songs were appropriate for our kids even though it was a large group.

Little Fox Preschool:

- 1. I use songs to teach everything.....this program gave me a wider knowledge.

Childtime Preschool:

- 1. The songs on CD and the book of songs with the words was wonderful. The props (scarves, sticks were great) were nice at circle time.
- 2. I learned many melodic and rhythmic exercises, from games to songs, to dances. I can use a lot of the activities we did with Ms. Peach in the future.

Q2. – How do you plan to use and expand what you learned from the on-site music training? (O.3.)

Loomis Community Preschool:

- 1. Singing, rhythm activities and opportunities for creative movement will be part of our daily curriculum. Not only has the training provided a rich repertoire of music, but it has helped me see opportunities for musical expression as they arise naturally and

spontaneously in the classroom.

Rocklin Montessori Preschool:

1. Introducing different instruments, letting the children handle them with respect. Also, will use the 3 CD's and scarves. We made our own rhythm sticks.
2. We have been able to use material from the 3 CD's and have adapted several to fit with our program and the development level of the children.
3. I have used many of the songs with the children and will continue to do so.

Little Fox Preschool:

1. I will add to my curriculum for various themes and such.

Childtime Preschool:

1. I add into Childtime curriculum. Music is done everyday. I used more things from Musikgarten than Childtime curriculum.
2. Make some of my own lesson plans and make activities that teach children about musicianship.

Q3. – Describe how the training you received has impacted your students? What changes have you observed in students' attitudes and behaviors? Musical skill? Interpersonal skills? (O.2.)

Loomis Community Preschool:

1. All of the students demonstrated increased confidence and comfort in their participation in music activities. Children talked about and sang songs at home; and one of my most introverted students who chose not to participate in certain activities in the beginning eventually gained confidence to participate in a solo singing activity. Creative movement offered my energetic students opportunities for a variety of gross motor activities while fostering a sense of rhythm – self-expression.

Rocklin Montessori Preschool:

1. Children are very interested and able to focus and pay attention and participate cooperatively.
2. Many of the children who formerly were not interested in singing and musical activities have become focused during these sessions and participatory. It's wonderful!
3. The children always seemed eager for the music teacher to arrive. There seemed to be a lot more participation from them.

Little Fox Preschool:

1. They have learned confidence and a more complete enjoyment for musical activities.

Childtime Preschool:

1. I hear the kids singing the songs we learned and asked for me to put on "Ms. Peaches songs". Played lots of circle games.
2. They count their numbers in a more tempo based rhythmic fashion. Some sing parts of the songs we learned, and a few have even joked and explored creating melodies and lyrics, and playing on instruments.

Q4. – How could the on-site music training be improved? Your recommendations:

Loomis Community Preschool:

1. The only improvement would be more opportunities for reflection and questions with Paula. I realize the difficulty of scheduling this. Could it somehow be built into the training time?

Rocklin Montessori Preschool:

1. The music training was flawless. Ms. Peach was always on time, cheerful and charming. She had good control of the children, got them to cooperate and instilled a lot of interest in music.
2. I would like resources for obtaining some of the more obscure instruments.
3. I thought the program was great. Mrs. Peach was very knowledgeable and enthusiastic with the kids.

Little Fox Preschool:

1. I enjoyed it just as it is!

Childtime Preschool:

1. The sessions could be 10-15 minutes longer, more questions and time to do things again and review.
2. Maybe 45 minute sessions instead of 30 minutes. I just think that extra 15 minutes could build a lot of momentum in children to do music on their own.

Q5. – What could your school do to support your music/movement teaching?

Rocklin Montessori Preschool:

1. I will get more instruments and let the children use them.

Little Fox Preschool:

1. Purchase more musical equipment to use for training received.

Childtime Preschool:

1. Words to the songs and real instruments. A teacher coming once a week, the kids look forward.
2. Get a piano, put music in the curriculum, have singing recitals, have fundraisers to buy instruments for rooms.

Observations obtained during music training sessions:

Outcomes:

O.1. Raise preschool/kindergarten teacher skill, knowledge, and comfort level to implement quality music education and movement in the classroom (such as increased musical literacy, i.e.: pitch, tempo, beat; and connections between music education and child development) so that participating teachers include music related activities in their lesson plans.

O.2. Participating children demonstrate increased use of musical voice and rhythm.

O.3. Independent of Trainer, teachers who complete the 15 –week music program implement music related activities in their lesson plans.

1/18 – 11:45-12:15 – First session with afternoon teacher at Loomis Community Preschool. The teacher was very enthusiastic about the music program. Children are very shy and most only speak their voices instead of sing. Parents also seem uncomfortable to express themselves through music. (O.1.)

2/1 – 9:30-10:00 – Second session with Little Fox Preschool. I continue to work on the singing voice with a small class, who is very shy. The children are learning the difference between the head voice and the chest voice. (O.2.)

2/1 – 11:45-12:15 – Third session with afternoon teacher at Loomis Community Preschool. Worked with using rhythm sticks with the children, showing them how to be imaginative. After a few minutes of copying my actions, they began to come up with some of their own ideas and

were able to show a beat through their sticks by listening to the music on the Musikgarten CD. (O.2.)

2/2 – 9:30-10:00 – Second session with Childtime Preschool The children are learning the difference between the head voice and the chest voice. (O.2.)

It's always surprising to me to see how many children sing low, especially the boys. The teachers sing low but I continue to help them understand how important it is for the children to hear voices sung in the higher range. (O.1.)

2/8 – 9:30-10:00 – Third session with Little Fox Preschool. I introduced how to be imaginative with the sticks. After we did as many things with the sticks that we could think of, we listened to the Musikgarten CD and tapped the sticks in various ways, following the beat of the music. The children & teacher participated very well. (O.1.) (O.2.)

2/8 – 11:45-12:15 – Fourth session with afternoon teacher at Loomis Community Preschool. I introduced various ways for the children to use the scarves imaginatively. They came up with some very good ideas themselves. (O.2.) The teacher told me that she tries to incorporate everything she learns weekly from me into her circle time at least a couple times a week. (O.1.) (O.3.)

2/9 – 9:30-10:00 – Third session with Childtime Preschool. Introduced using the scarves in imaginative ways, having the children suggest ideas, such as being a super hero figure, King or Queen, leaves falling to the ground, having a picnic, etc. (O.2.) The teachers all participated well. (O.1.)

2/15 – 9:30-10:00 – Fourth session with Little Fox Preschool. Used the scarves while listening to classical music, moved freely through space. (O.1.)

Teacher is using the program actively. (O.3.)

2/15 – 11:45-12:15 – Fourth session with afternoon teacher at Loomis Community Preschool. Continued to work with scarves. Parents are beginning to participate more comfortably with their children. (O.1.)

2/22 – 9:30-10:00 – Fifth session with Little Fox Preschool Children today requested to repeat the songs used last week. (O.2.)

2/23 – 9:30-10:00 – Fifth session with Childtime Preschool. Continued to use the sticks. The children are showing increased vocabulary as they express themselves through musical activities using the sticks. (O.2.)

The teacher had to show me another version she had of one of the songs I had taught them. The children had recognized it on a CD while sitting, listening & doing a project. (O.2.)

3/1 – 9:30-10:00 – Sixth session with Little Fox Preschool. The teacher is using the materials with the children during the week. (O.3.) Almost all of the children can sing their names in their singing voices. (O.2.) The teacher and children participated well and especially liked the singing dances. (O.1.)

3/1 – 10:30-11:00 – Fifth session with Rocklin Montessori Preschool. The children learned how to move in different ways, using the scarves, interpreting the classical music being played on the CD. They enjoyed it very much! (O.2.)

3/2 – 9:30-10:00 – Sixth session with Childtime Preschool Worked on how to use the sticks in imaginative ways and then tapped them to the rhythm of the music. (O.1.)

The teacher was very excited to tell me that they were incorporating the song "Aiken Drum" at their graduation & were going to build an Aiken Drum character out of cardboard, using ideas from the children to then sing and act out the song. (O.3.) (O.2.)

3/8 – 9:30-10:00 – Seventh session with Little Fox Preschool – Played the game the button & the key. Children sang solo remarkably. (O.2.)

3/8 – 10:30-11:00 – Sixth session with Rocklin Montessori Preschool.

The teacher today shared with me how she had a difficult time doing the money & the key game. We talked about how things could be improved and then I demonstrated it again. (O.1.)

3/15 – 9:30-10:00 – Eighth session with Little Fox Preschool – I brought in several of my Irish instruments to share with the class to celebrate St. Patrick's Day. Most of the children didn't know the names of any of the instruments but were very fascinated & interested in learning more about them. (O.1.)

3/22 – 9:30-10:00 – Ninth session with Little Fox Preschool – The owner/teacher sat in today and participated well. (O.1.) After class, she shared with me some information about various instruments from Africa, where she is originally from. I encouraged her to share as much multicultural musical songs/activities with her children as she could.

3/22 – 10:30-11:00 – Eighth session with Rocklin Montessori Preschool

I usually take a few moments at the end of the music time to talk to the owner/teacher about music & child development. She has been teaching a long time and continues to want to incorporate new ideas. We always have a stimulating exchange. (O.1.)

3/23 – 9:30-10:00 – Tenth session with Childtime Preschool.

Children requested to sing a couple songs again that we learned last week. They like to repeat musical song/activities. (O.2.)

3/29 – 9:30-10:00 – Eleventh session with Little Fox Preschool. The teacher always seems prepared with her musical notes & is able to work right beside me as we go through the various musical lessons. (O.3.)

4/5 – 10:30-11:00 – Eleventh session with Rocklin Montessori School.

Both teachers expressed to me how they have been using the Musikgarten materials with their other classes and have been happy with the children's active responses. They think the smaller classes are easier to work with. (O.3.)

4/5 – 9:30-10:00 – Twelfth session with Little Fox Preschool. The teacher can work independently now, using the Musikgarten materials. I continue to help her refine her techniques. (O.3.)

4/6 -9:30-10:00 – Twelfth session with afternoon teacher at Childtime Preschool. The teacher works wonderfully with the children, using the Musikgarten materials. (O.3.) Most of the children can comfortably sing their names in their head voice instead of their chest voice. (O.2.)

4/19 – 9:30-10:00 – Thirteenth session with Little Fox Preschool.

The teacher told me that she really likes the Musikgarten Music CD's because she is aware that she has a low singing voice and knows that the children sing higher when she has them sing with the CD. (O.1.)

4/26– 11:45-12:15 – Thirteenth session with afternoon teacher at Loomis Community Preschool. We reviewed some of the musical exercises that helped the children find their singing voice, using the slide whistle in various ways. Most of the children can sing comfortably their name using their head voice. We also reviewed musical materials that reinforced the beat through recorded music using our bodies, scarves and sticks. (O.2.) The teacher seems very confident using the Musikgarten materials & the parents seem to participate more actively. (O.3.)

4/26 – 10:30-11:00 – Thirteenth session with Rocklin Montessori School. One of the teacher's presented independently a few musical song/activities with the children. She seems very comfortable using the Musikgarten musical materials. One example was, Hop Old Squirrel, which she said the children never get tired of it. She first talked about squirrels, then asked the children for movement ideas, having individual children express themselves in the center of the circle while everyone else stayed in their place. (O.3.)

4/26 – 9:30-10:00 – Fourteenth session with Little Fox Preschool.

The teacher presented about four musical activities with the children independently. She did an excellent job, being able to show me that she feels very comfortable with the Musikgarten musical materials and how to use them in a child development/oriented way. One example

was, as she taught the children a new song/activity, she first asked for ideas, then modeled by her own example, then incorporated the children's individual ideas into the song/activity. She also made sure that each child had a turn expressing him/herself. I documented her by taking photographs.

Completed Sites: Jan. 06-May 06

1. Little Fox Preschool – Auburn
2. Childtime Preschool – Granite Bay
3. Rocklin Montessori Preschool – Rocklin
4. Loomis Community Preschool – Loomis

Completed Revisit Sites: Jan. May 06

1. Joyland Preschool - Roseville
- 2 Clipper Gap Headstart – Clipper Gap
3. Discovery Montessori Preschool-Auburn
4. The Kid's Place – Meadow Vista

First 5 – Placer Demographics Form

This program is a partner of First 5 – Placer. First 5 – Placer supports programs like this for children prenatal through 5 because the first 5 years of life are the most important years for a child's brain development. To help ensure that the outcomes of this partnership are achieved, we require demographic information on the persons served by this program. Please fill out a separate form for **each person** who is served by this program. Thank you for your assistance in helping us better understand the children and families we serve and support.

Client Type ☐ Child prenatal through 5 years of age
☐ Parent / guardian / caregiver / other adult acting as the primary caregiver
☐ Service Provider
☐ Other Family member

D.O.B. _____

Sex ☐ Male ☐ Female ☐ Unknown

Age _____

Race / Ethnicity ☐ Alaskan Native / American Indian
(mark one) ☐ Asian
☐ Black / African American
☐ Hispanic / Latino
☐ Pacific Islander
☐ White
☐ Multiracial
☐ Other
☐ Unknown

Primary Language ☐ English ☐ Spanish ☐ Other ☐ Unknown

Special Needs ☐ Children eligible for Early Start and/or related services under Part C of IDEA
☐ Children eligible for preschool special education and/or related services under Part B of IDEA
☐ Children with a mental health diagnosis
☐ No special needs (that meet above reporting criteria)
☐ Unknown

Zip Code _____

